STANDARD COURSE OUTLINE

PHTA 2252 Life Span

PREREQUISITE:

MATH	1204	College Algebra **OR**
MATH	1003	Math for AAS
BIOL	2214	Anatomy & Physiology I
BIOL	2224	Anatomy & Physiology II
PSYC	2003	General Psychology
ENGL	1013	English Composition I
ENGL	1023	English Composition II **OR**
ENGL	2013	Technical Writing
AHSC	1001	Medical Terminology
CISQ	1103	Introduction To Computer Information
PHTA	2105	Clinical Kinesiology

Admission into the Physical Therapist Assistant Program

COURSE DESCRIPTION: This course explores the stages of development across the lifespan. Development for each stage is examined with attention to individual differences and variations in development related to physical, psychosocial, and cognitive changes. Physical changes, emotional development, and social/community expectations will be explored throughout the lifespan with emphasis on how these changes affect treatment considerations, teaching strategies and discharge planning.

CREDIT HOURS: 2 credit hours / non-transferable; 2.5 contact hours; 2 load hours

TARGET AUDIENCE Students admitted to the PTA Program who successfully completed the 1st summer session.

INSTRUCTIONAL MATERIALS: See Instructor for Details

LEARNING OUTCOMES

Upon successful completion of this course, the student should be able to:

1. Be familiar with a variety of functional assessment tools used to assess IADL's, BADL's, and architectural barrier and with type assessment tool, rating systems, and areas assessed.
2. Demonstrate knowledge of the physical changes (to include skeletal, muscular, cardiopulmonary, nervous, sensory, and vital signs), cognitive changes, functional changes and psychosocial changes across the lifespan for each developmental stage and their impact on treatment.

3. Given a case study of a school age child, adolescent, young adult middle adult and/or late adult.
   a. Assess the treatment implications/considerations based on the physical, cognitive and psychosocial changes. Provide rationale.
   b. Assess the functional expectations appropriate for their developmental stage and how this impacts Physical Therapy treatment considerations. Provide rationale.
   c. Assess and recommend appropriate learning/teaching strategies. Provide rationale.
   d. Develop appropriate guidelines for patient education and discharge considerations.
   e. Assess risk factors and make recommendations for prevention programs, and treatment strategies based on physical, cognitive and psychosocial changes.
   f. Provide examples of treatment strategies to prevent or address risk factors. Defend your rationale.
   g. Assess the impact of physical, cognitive and psychosocial issues on discharge planning from a physical therapy perspective.
   h. Examine individual and cultural differences in social/functional expectations affect treatment and discharge planning.
   i. Develop an appropriate HEP program utilizing knowledge on physical, cognitive, and psychosocial, changes.
   j. Assess appropriate action to take given vital sign measurements.

4. Demonstrate age appropriate communication skills and professional behavior with a variety of age groups across the life span.
5. Administer standardized and non-standardized questionnaires.
6. Compare and contrast functional expectations that are the same for all stages of development and functional expectations specific to one or more stages of development.

TOPICS:

Functional abilities, theories affecting development, functional assessment tools, environmental assessment tools.

Neonatal Development, Patterns of Development, Reflexes and Reactions
Components of Normal Movement
Gross Motor Development through adolescence
School age, adolescent physical changes psychosocial issues, cognitive development, learning strategies
Physical Systems Review
Young adult physical changes, psychosocial issues, cognitive development, risk factors, safety issues, social and community ADL's
Disability Day: stereotypes and aging biases.
Visual impairment issues of the middle and late adult
Middle Adult psychosocial issues, cognition, and learning strategies, physical changes

and visual impairment in the middle and late adult

Late adult psychosocial issues, cognitive changes, physical changes, functional abilities, community expectations, economic considerations
Late Adult gait patterns, possible causes and treatment implications.
Home Environment Evaluation
Comparing and contrasting treatment considerations, learning strategies, and psychosocial issues across all of the developmental stages. Discuss risk factors, architectural barriers, etc.

METHODS OF ASSESSMENT

Class Activities
Assignments
Papers
Quizzes
Exams